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Student Success in Writing Conference

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2006 SSWC Program

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Conference at a Glance

8:00 – 9:00 AM
REGISTRATION
CONTINENTAL
BREAKFAST

9:00 – 10:00 AM
CONCURRENT
SESSIONS AND
POSTER
PRESENTATIONS

10:10 – 11:10 AM
CONCURRENT
SESSIONS

11:10 – 12:20 AM
BEVERAGE BREAK

11:20 AM – 12:20 PM
CONCURRENT
SESSIONS

12:30 – 1:45 PM
KEYNOTE LUNCHEON
GOLDEN AWARD
PRESENTATION

2:00 – 3:00 PM
CONCURRENT
SESSIONS

3:10 – 4:10 PM
TABLE TALK:
HOT TOPICS
BEVERAGE & SNACK
BREAK

4:15 – 4:30 PM
CLOSING AND
DOOR PRIZES

Friday, February 3 2006 • • • • •

8TH ANNUAL PROGRAM STUDENT SUCCESS IN FIRST-YEAR COMPOSITION CONFERENCE



MISSION

The Student Success in First-Year Composition Conference

is designed to promote the success of students in their post-secondary English composition courses. The conference seeks to establish and maintain an ongoing dialogue between college and high school composition teachers. To that end, we are committed to offering practical, strategy-oriented teaching workshops, as well as theoretical presentations of composition topics that focus on the link between high school and college. We invite writing teachers from four- and two-year colleges, technical schools, and high schools, as well as graduate students.

KEYNOTE SPEAKER

Dr. Eleanor Agnew

Literacy Coach, School to Career Academy
Savannah, GA

"Creative English Seen From a New
Perspective: What I Learned By Going Back
to High School"

CONFERENCE THREADS

Strands

GSWP

Georgia Southern Writing Project

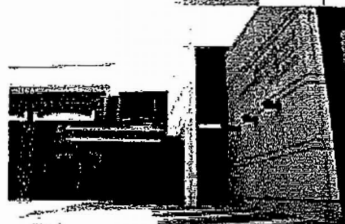
Writing Project Thread

Sessions in the Writing Project Thread
are led by Teacher Consultants who have
participated in various sites of the National Writing Project
Summer Institute.



Expanded Literacies Thread

Sessions in the Expanded Literacies Thread focus on
ways of exploring literacy beyond that of the printed
text.



Sponsored by:
Georgia Southern University
Department of Writing and
Linguistics, College of Liberal
Arts and Social Sciences

In Partnership with the
Continuing Education Center

8:00 - 9:00 AM

SOUTHERN BALLROOM REGISTRATION & CONTINENTAL BREAKFAST

9:00 - 10:00 AM • CONCURRENT SESSIONS

9:00 - 10:00 AM

ROOM 1909 • WORKSHOP

Show Me Your Quilt: Encouraging Young Writers to Find Their Voice

Benie B Colvin, Clayton State University

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The session's recurring refrain is "Show me your quilt," and it celebrates the individuality and diversity that personal writing showcases. The symbol of the quilt serves not only to invite students to begin to write through self-discovery, but also to help students see how they can use the other writers in the classroom to grow as writers themselves. Participants should emerge with a stronger sense of self and the confidence that their story is worth telling. Writing is worth the risk.

9:00 - 10:00 AM

ROOM 2911 • PRESENTATIONS

Where in the World Do You Want to Go?

Theresa M. Welford, Georgia Southern University

A few of my former (and/or current) students and I will describe two assignments that encourage high school or college writers to travel outside themselves and glimpse a bit of the world. For one writing assignment last semester, students in my 1101 classes used the Internet to research a place that they might like to visit someday. For the other assignment, they wrote and illustrated beautiful picture books to be sent to children in Uganda.



Technology, Literacy, and First-Year Composition: Strategies for Teaching and Learning

Laura McGrath, Kennesaw State University

This presentation will draw upon current theories of electronic and visual literacy and examine related classroom practices in an effort to answer the following question: What does written communication mean to the twenty-first century student, and how should this affect the meaning, purpose, and focus of first-year writing courses?

9:00 - 10:00 AM

ROOM 2903 • PRESENTATIONS

Scenario-Based Learning in the Composition Classroom

David Taylor, Armstrong Atlantic State University

During the past five years, scenario-based learning has emerged as the dominant model for corporate training programs because it can provide a company-specific context and affords learning for immediate and practical application. This presentation examines the implementation of scenario-based learning and assessment in the composition classroom. Attendees will leave with the information and materials necessary to implement scenario-based assignments in their own classes.

Research Doesn't Have to Be Boring

Lesia Schnur and Ellen Taber, Kennesaw State University

Research is exciting in ENG 1102: English Composition II. Drawing from Bishop and Zemliansky's *The Subject Is Research*, students use reflective letters, journaling, and in-class exercises and choose five genres from three categories of genres that reflect the interdisciplinary approach to their research. Learn about the various in-class exercises and projects that ignite the spirit of research in every student.

9:00 - 10:00 AM • POSTER SESSIONS • ATRIUM

Collages in the Classroom: The Merger of English and Art

Lisa Mallory and Beverly Head, Atlanta Metropolitan College

Collage materials can include such things as pictures from magazines, words, photos, found objects, and original artwork. We have incorporated collage assignments into our composition, literature, creative writing, critical thinking, and humanities courses. The presentation will include collage displays from a variety of classes.

Signs of Life in the Composition Classroom

Genie Greavu-Comley, Gainesville State College

An assignment suggested by Deborah Banner for Signs of Life in the USA works! It requires students to create an original advertising program using their knowledge of semiotics and the power of signs. The group project requires analysis, creativity, collaborative effort, and the use of all composition skills one generally teaches. Students build on individual strengths-- art, psychology, sociology, writing, acting, directing, business, etc.—and some who might never have felt confident about a composition assignment take on leadership roles. Each member of the group really cares about the quality of other members' work, and all can witness composition coming to life as they write about their experience.

First-year Students, First-year Teachers, and a First-year with FYC Electronic Portfolios

Deborah Miller, Lirim Neziroski, Jessica Bozek, Gabriel Lovatt, Robert Clark, Jessie Dunbar, University of Georgia

This poster provides an overview of the University of Georgia First-year Composition program's first semester with EMMA (Electronic Markup and Management Application) and electronic portfolios. We introduce classroom perspectives on this program from five of our first-time, first-year teachers. They will share examples of successful composition teaching strategies implemented within the electronic portfolio initiative's parameters.

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Rebook -- Recycled Writing

JoAnn Steffen & Angie Hamilton, Charter Conservatory for Liberal Arts & Technology

You CAN judge a book by its cover. Why? Because two of the hottest new trends in bookmaking are pushing the boundaries of what it means to write, read, and experience a book. This workshop combines bookmaking, collage, journaling, narratives and poetry to create a fun thematic writing unit.

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RAFTing with Vincent Van Gogh

Melanie Fitzpatrick, South Effingham Elementary

This poster session presents a writing workshop that uses the RAFT strategy for differentiation. Van Gogh's life and paintings are the backdrop for this writing activity that culminates in a Multi-genre paper.

10:00 - 10:10 AM

ATRIUM • BEVERAGE BREAK

Sponsored by: The Office of the Provost, Georgia Southern University

10:10 - 11:10 AM • CONCURRENT SESSIONS

10:10 - 11:10 AM

ROOM 1909 • WORKSHOP

GSWP

Georgia Southern Writing Project

Mirror, mirror...Who's the fairest...? Look again...RE-VISION

Jamie Denty, Writing Consultant & GSWP Teacher Consultant

Professional writers know that the more time they spend in prewriting, the less time they must spend in revision. However, like the always truthful mirror of fairytale fame, their best writing comes from looking again and seeing anew...Re - Vision. This presenter will lead a hands-on session with activities that prompt students to look beyond spell-check as their only tool for revision.

Successful Strategies for Proofreading and Editing

Amy S. England, University of Cincinnati

Proofreading and editing are activities we encourage our students to engage in, but we generally offer very little in the way of specific methods they can use to proofread their papers. In this workshop, I will demonstrate several simple techniques students can use and adapt to enable them to productively proofread their work.

10:10 - 11:10 AM

ROOM 2911 • PRESENTATION



New Media Approaches to First-Year Composition

Matthew Adkins, Anita DeRouen, Wesley Venus, University of Georgia

This panel explores innovative means of teaching analytical skills in the First-Year classroom. Each of the three papers discusses a specific approach to teaching texts, each employing print media alternatives in order to deepen the student's understanding of more traditional, print-based media. The papers also suggest new ways of connecting with students. Taken together, they offer new insight into how instructors can help students both to become more engaged with texts and to take an active role in their own growth and development as readers.

10:10 - 11:10 AM

ROOM 2903 • PRESENTATIONS

"But I Tried.": Assessing Effort in a Reading /Writing course

Phillip Gardner, Francis Marion University

This session describes one model for a college reading/writing course. Its emphasis is on clarifying and evaluating student performance, i.e. "trying," in four areas: literary reading, class participation, research, and essay exams.

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Georgia Southern Writing Project

What We Talk about When We Talk About Love-ly Student Writing

Matthew Nelson, Co-director of the Swamp Fox Writing Project, Francis Marion University

This speaker will present some results of an investigation into how high school English teachers and college writing instructors talk with one another about what makes "good writing" and discuss the implications of these conversations for those of us interested in the transition students make from writing in high school to writing in first-year composition.

10:10 - 11:10 AM

ROOM 2904 • PRESENTATION

The Challenges of Re-Visioning a First-Year Writing Program

Jody Malcolm, MJ Braun, Linda Moore, University of West Florida

In implementing our new composition program at University of West Florida, challenges arose that needed to be addressed. How we addressed some of those challenges is the topic of our panel. Jody Malcolm will discuss how students are introduced to information literacy. MJ Braun will discuss Stephen Toulmin's theory of informal logic as a basis for teaching argumentation. Linda Moore will discuss the problems students encounter when citing sources as they move from academic writing to public writing.

11:20 AM - 12:20 PM • CONCURRENT SESSIONS

11:20 AM - 12:20 PM

ROOM 1701 • WORKSHOP



Using Technology and Creativity to Deal with Diversity: ESL and SLD Foci

Holly Smith, *Armstrong Atlantic State University* & Greywynn Smith, *Savannah Arts Academy* Ann

Greywynn and Holly Smith present a learn-by-doing workshop to demonstrate that incorporation of technology and application of creativity can enhance writing outcomes for both ESL and SLD students, especially if educators avoid some common assumptions regarding disability and cultural context. Participants will view and react to a live action film ("Bruce" by Ruth Sergel) and a frame-by-frame ("The Saga of the Lost Sock" by Greywynn Smith) to help them discover and examine common assumptions about disability and creativity. Holly Smith's PowerPoint presentation "Democracy: Do They Get It?" will focus on assumptions about cultural context in teaching ESL students. Greywynn advocates routine and early incorporation of technology into IEPs to help SLD students cope with otherwise daunting tasks. Holly advocates the Tom Sawyer Approach to technology and web enrichment to empower developmental, ESL, SLD, and other students.

11:20 AM - 12:20 PM

ROOM 2911 • PRESENTATION

Talking the Talk and Working the Work: Strong Student Workshop Experiences

Mark Stevens, Kim Haines-Korn, Nancy Reichert, Terry Carter, *Southern Polytechnic State University*

This panel will encourage composition teachers to use student workshops in their classes, whether low- or high-tech. The presentations will cover how to successfully create good workshop experiences in four different ways: 1) within face-to-face small-group workshops, 2) as a means to understand how Regents' essays are graded, 3) in electronic full-class workshops, and 4) in on-line communities using WebCT software. All of the presentations make the case for active student learning through workshops.

11:20 AM - 12:20 PM

ROOM 2903 • PRESENTATIONS

First-Year Comp and Learning Communities: A New Uncertainty Principle

Mark Richardson, *Georgia Southern University*

My presentation examines the pros and cons of linking first-year composition to courses in other subjects, especially biology and history. Contrary to the usual motivation for these learning communities, I have found more benefits for the comp course than for the other subjects to which comp is often linked, but I have also found that to some extent, we find what we look for: a version of the Heisenberg Uncertainty Principle.

11:20 AM - 12:20 PM

ROOM 1909 • PRESENTATION

A Practical Study in Bakhtin's and Foucault's Pedagogy Concerning Authority

Adam Pridemore, *University of Central Florida*

The question of taking an authoritarian position within the classroom is a problematic one. Making use of Mikhail Bakhtin and Michael Foucault, we can examine the different ways their social theories may apply, specifically looking towards Foucault's Panopticism and Bakhtin's Dialogic. Invoking my own classroom experience and anecdotes as a first year graduate teaching associate teaching freshman composition students, I hope to demonstrate how my own lack of experience at teaching writing became an asset in teaching students lacking experience at writing well.

12:30 - 1:45 PM

SOUTHERN BALLROOM

OPENING

Neal Saye, Co-chair, SSFYC

WELCOME

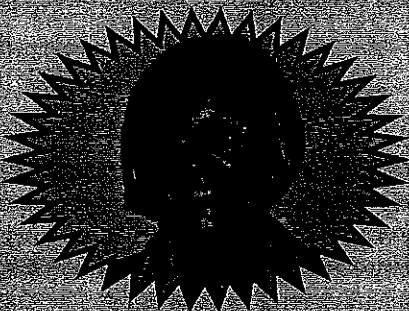
Curtis Ricker, Associate Dean, College of Liberal Arts and Social Sciences

GOLDEN AWARD

Presented by Mary Marwitz, Co-chair, SSFYC

INTRODUCTION OF KEYNOTE SPEAKER

Eric Nelson, Chair, Department of Writing and Linguistics



**KEYNOTE
SPEAKER**

Dr. Eleanor Agnew

Literacy Coach,
School to Career
Academy, Savannah, GA

**"Creative English
Seen From a New
Perspective: What
I Learned By Going
Back to High School"**

2:00 - 3:00 PM • CONCURRENT SESSIONS

2:00 - 3:00 PM

ROOM 1909 • WORKSHOP

GSWP

Georgia Southern Writing Project

Walkin' the Walk: Literacy Expectations in the College Classroom

Kathy Albertson, Director of the Georgia Southern Writing Project, Georgia Southern University

This workshop invites college, high school, and middle grades teachers (and pre-service teachers) to "talk the talk" as well as "walk the walk" in the teaching of language arts. Participants will leave with ready-to-go activities to share with their colleagues and their students. The audience will participate in reading and writing activities used not only in first-year writing courses, but also in several core courses that all students must participate in at the university.

2:00 - 3:00 PM

ROOM 2911 • PRESENTATION



Reading and Writing the World: Students and Their Negotiation of Place

Jon Lindsay, Thomas Wiseman, Ann Parker, Jeff Orr, Southern Polytechnic State University

The panelists show how students can negotiate their definition of place by reflecting and writing about their communities. Each panelist discusses ways students form their identities in response to the complex visual cues that surround them. Through reading and writing exercises that explore the "visual texts" of their communities, students discover their places, and, engaged in the visual thinking and critical writing process, arrive at mediated understandings of themselves and their worlds.

2:00 - 3:00 PM

ROOM 1701 • PRESENTATIONS

"There's Something to This!": Using Anonymous Poetry to Awaken the Critic Within

Alex Johns, Gainesville State College

This presentation seeks to illustrate how a specific writing assignment which calls for college freshmen to analyze an anonymous poem can serve to engender critical thought, confidence in doing college level writing, and a deeper appreciation of poetry as a meaningful medium. Examples of student essays and sources of poetry for the assignment will be provided.

Sessions Continued on Next Page

2:00 - 3:00 PM • CONCURRENT SESSIONS CONTINUED

2:00 - 3:00 PM

ROOM 1701 • PRESENTATION

Bridging the Gap with the Multigenre Paper: A Process of Discovery through Choice, Voice, and Genre

Angela A. Benham, University of Northern Iowa

This presentation will explain how writing teachers can bridge the gap for student writers at the secondary and post-secondary level by teaching writing as a process of discovery through choice, voice, and genre. Teaching students how to write a multigenre paper, either through a research or creative nonfiction approach, can motivate students to make connections between writing and their own lives. This presentation will explain how even reluctant students can learn to value writing when given opportunities to discover themselves as writers through personal journey/learning experience writing.

2:00 - 3:00 PM

ROOM 2903 • PRESENTATION

The Critique of Liberal Education: Preparing Students for Higher Education at the Theoretical Level

Timothy Oleksiak, Judy Bennington-Dykes, Sonia Darbonne, The University of West Florida

Our panel intends to problematize and critique liberal political theory, which is the prevailing pedagogical practice for teaching first-year composition. Liberal political theory endeavors to teach argument as a means of reaching a utopian consensus, while its neutral instructor moderates from within an insulated classroom where students generate artificial genres that have no applications in the public sphere. We assert that liberal political theory promotes unproductive arguments that exist within a vacuum that does not acknowledge difference, marginalizes dissent, and perpetuates the myth of the neutral and passive instructor.

3:10 - 4:10 PM • TABLE TALK: HOT TOPICS • SOUTHERN BALLROOM

Building Confidence in First-Year Composition

Facilitators: Gloria Shearin & April Gentry, Savannah State University

What We Say: What They Hear

Co-Facilitators: Adriane Ivey, Oxford College of Emory University and Kathy Albertson, Georgia Southern University

Peer Review

Facilitator: Mildred Pate, Georgia Southern University

National Writing Project: Youth Writing Project and Other Outreach Programs

Facilitator: June Joyner, Georgia Southern University

First Year Blogging: Assignments, Angst, and a way to Encourage Writing

Facilitator: Robert Koch, Gordon College

4:15 - 4:30 PM

SOUTHERN BALLROOM
CLOSING AND DOOR PRIZES

GOLDEN AWARD

Honoring the memory of Dorothy Golden, Georgia Southern University Assistant Professor Emerita, the award recognizes dedication to teaching excellence in first-year composition or the preparation of students for first-year composition. The Department of Writing and Linguistics at Georgia Southern University seeks nominations by January 30, 2006 for the annual Golden Award.

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GOLDEN AWARD RECIPIENTS

2000

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2001

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2002

Pat Fox
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University

2004

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2005

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